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ACHIEVE.



CALDEW
SCHOOL

WHERE EVERY STUDENT

IS SUCCESSFUL TODAY

AND PREPARED

FOR TOMORROW.

POST AND APPLICANT INFORMATION.

HEAD OF MATHEMATICS

Salary:	UPS + TLR 1b
Contract Term:	Full time, permanent
Start date:	1st September 2026
Closing date:	Monday 27th April 2026
Interview date:	Thursday 30th April 2026

We are seeking to appoint an ambitious, innovative and highly effective Head of Mathematics who is passionate about inspiring young people and driving excellent outcomes across the full age and ability range.

The successful candidate will lead a well-established, well-resourced and highly collaborative department, delivering Mathematics at GCSE, alongside Core Maths, Mathematics and Further Mathematics at Key Stage 5. You will provide clear strategic direction, ensuring consistently high-quality teaching, a well-sequenced curriculum and strong outcomes for all students.

This is an exciting opportunity for an experienced and reflective practitioner ready to take the next step in their career, or for an existing leader seeking to further develop their impact. We are looking for someone with strong subject expertise, a clear vision for excellence in Mathematics education, and the ability to lead, motivate and develop others.

At Caldew School, we are proud of our improving outcomes and positive academic record. We are committed to building on this success through a relentless focus on high expectations, curriculum coherence and adaptive teaching.. The Head of Mathematics will play a key role in driving this work forward, ensuring consistency of practice and high standards across the department.

We can offer:

- A supportive and forward-thinking school with a strong leadership culture
- High-quality CPD, including leadership development and instructional coaching
- A well-resourced department with established schemes of work
- The opportunity to lead a committed and collaborative team
- A school culture that values innovation, accountability and professional growth

We are looking for a leader who:

- Has a proven track record of strong classroom practice and improving student outcomes
- Can lead and develop a team to secure consistently high-quality teaching
- Has a clear understanding of curriculum design, assessment and progression
- Is committed to high standards, inclusion and raising achievement for all students
- Is willing to contribute to the wider life of the school

If you are a motivated and ambitious leader with a passion for Mathematics and a commitment to excellence, we would welcome your application and the opportunity for you to contribute to the continued success of Caldew School.

Safeguarding Statement

Caldew School is committed to the protection and safety of its pupils and expects all staff and volunteers to share this commitment. An online search will be carried out for shortlisted candidates. The successful applicant will be required to undertake a criminal record check via the DBS. Our safeguarding policy can be found at:

<https://caldew.cumbria.sch.uk/our-school/policies-documents/>

Equal Opportunities Statement

We are an equal opportunity employer. We want to develop a more diverse workforce and we welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met. We are committed to employing disabled people making reasonable adjustments to support applicants when required.

Application Process

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification.

Short listed applicants may be screened prior to interview by checking social media. The purpose of this is to ascertain if the applicant demonstrates behaviour that is suitable for employment in a school environment. References will be requested prior to interview.

We are committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

JOB DESCRIPTION:

Job Title: Head of Mathematics

Reports To: Deputy Headteacher

Purpose of the Role:

The Head of Mathematics will provide strategic leadership of the department, ensuring high-quality teaching, a well-sequenced curriculum and strong outcomes at KS3, GCSE and A Level.

The role involves leading teaching and learning, driving curriculum development, securing consistently high standards across all classes, and ensuring that all students, regardless of starting point, are supported to make strong progress and achieve well.

Key Responsibilities

1. Teaching and Learning

- Model consistently high-quality teaching across Key Stages 3, 4 and 5.
- Ensure all lessons across the department are engaging, challenging and rooted in strong subject knowledge.
- Establish and embed a consistent approach to adaptive teaching to meet the needs of all learners, including SEND, disadvantaged and High Prior Attainers.
- Ensure a strong focus on improving outcomes at GCSE and A Level through evidence-informed practice.
- Promote high expectations of behaviour, effort and presentation in all Mathematics classrooms.

2. Professional Development (CPD)

- Lead the design and delivery of high-quality departmental CPD in line with whole-school priorities.
- Ensure CPD follows a clear model (e.g. Theory → Model → Practise → Reflect) and leads to measurable improvements in classroom practice.
- Develop staff subject knowledge and pedagogy to ensure consistency and excellence across the department.
- Identify individual and departmental development needs and plan appropriate CPD.

3. Coaching and Mentoring

- Line manage members of the department, providing clear direction, challenge and support.
- Establish a strong coaching culture to improve teaching practice across the team.
- Provide targeted support and intervention for staff where teaching is not yet consistently strong.
- Support Early Career Teachers (ECTs) and developing colleagues through structured mentoring and guidance.

4. Data and Performance Monitoring

- Take full accountability for student progress and attainment across all key stages.
- Analyse data regularly to identify trends, strengths and areas for development.
- Ensure timely and effective interventions are in place to address underperformance.
- Oversee the development and implementation of Key Assessment Tasks (KATs) and ensure assessment is used effectively to inform teaching.
- Monitor the progress of key groups, including disadvantaged, SEND and High Prior Attainers, ensuring gaps are diminishing over time.

5. Leadership and Collaboration

- Provide clear strategic direction for the Mathematics department, aligned with whole-school priorities.
- Develop and implement a departmental improvement plan focused on raising standards and outcomes.
- Lead a rigorous quality assurance cycle (learning walks, work samples, student voice) to ensure consistency across the department.
- Work collaboratively with Lead Practitioners and SLT to secure improvements in teaching and learning.
- Contribute to whole-school priorities, including curriculum development, teaching and learning, and inspection readiness.
- Promote a culture of high expectations, professional accountability and continuous improvement.

TEACHING STAFF

Teachers at Caldew School work within the requirements of the School Teachers' Pay and Conditions Document (STPCD). All teaching staff are expected to implement school policies consistently to ensure the smooth and effective running of the school.

They contribute to the delivery of the school's long-term aims through high-quality teaching, curriculum implementation and ongoing professional development. Staff are expected to make a full contribution to the wider life of the school in order to secure the best possible outcomes for students. All teachers at Caldew School are committed to ensuring that students know more and remember more over time, through a consistent focus on high expectations, strong curriculum delivery and effective teaching.

All teaching staff are required to attend meetings with colleagues, students, parents and governors as directed within the school calendar. Directed time will not exceed 1265 hours, or the pro-rata equivalent.

All staff are expected to meet the Teachers' Standards (2013) and demonstrate the highest standards of professionalism, conduct, appearance and commitment within the school and wider community.

Note: The duties required of all teachers under Pay and Conditions legislation form part of this job description. This document is not exhaustive and will be reviewed annually and may be amended following consultation.

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FORM TUTOR – Key Responsibilities

- Ensure that all students are ready to learn by maintaining high expectations around attendance, punctuality, conduct, uniform and equipment.
- Actively monitor and support students' academic progress through effective mentoring and regular review.
- Support, advise and encourage students to raise aspirations and achieve their potential.
- Act as a key point of communication between home and school.
- Celebrate student achievement, both informally and through the school's reward systems.
- Deliver effective mentoring and coaching, particularly at key reporting points.
- Monitor attendance and punctuality, addressing concerns promptly and effectively.
- Track students' progress across subjects, challenging underachievement and supporting improvement.
- Promote engagement in enrichment, extra-curricular activities and wider school life.

PERSON SPECIFICATION:

QUALIFICATIONS

Essential	Desirable	Evidence
Degree in Mathematics or a closely related subject	Further relevant qualifications (e.g. NPQ)	Application, Interview
Qualified Teacher Status (QTS)	Evidence of professional development	Application, Interview
A recognised teaching qualification (PGCE/BEd)		Application, Interview

EXPERIENCE AND SKILLS SPECIFIC TO TEACHING

Essential	Desirable	Evidence
Teaching KS3–KS5 incl. GCSE & A Level	Experience across more than one school	Application, Interview, Teaching Task
Strong subject knowledge and passion	Experience teaching Core/Further Maths	Application, Interview
High-quality teaching securing outcomes		Application, Interview
Use of adaptive teaching		Application, Interview
Commitment to inclusion		Application, Interview

MANAGERIAL AND LEADERSHIP CAPABILITIES

Essential	Desirable	Evidence
Vision for leading department	Middle leadership experience	Application, Interview
Ability to lead and motivate team	Leading initiatives improving outcomes	Application, Interview
Use of performance management		Application, Interview
Data analysis for improvement		Application, Interview

POST AND APPLICATION INFORMATION

CURRICULUM UNDERSTANDING

Essential	Desirable	Evidence
Knowledge of National Curriculum & exam specs	Experience of curriculum innovation	Application, Interview
Understanding of sequencing & progression		Application, Interview
Implement knowledge-rich curriculum		Application, Interview

INTERPERSONAL SKILLS

Essential	Desirable	Evidence
Strong communication skills	Experience leading CPD	Application, Interview
Build relationships with staff/students/parents		Application, Interview
Collaborative working		Application, Interview

PERSONAL QUALITIES

Essential	Desirable	Evidence
Professionalism and resilience	Willingness for enrichment	Interview
Commitment to improving outcomes		Interview
High expectations for all learners		Interview